Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

* **Interpretive**
  + For the thematic unit that I am doing, the students will be using different forms of sources from primary to secondary. The students will use these sources to interpret their own way of their community and how citizens and governments work together to form rules and regulations.
* **Emphasis on narratives**
  + My thematic units will emphasis different forms of narratives relating to government and the rights of citizens. They will look at documents from past and present.
* **Not just about Politics**
  + My thematic unit will show that there is not just government and politics involved in a community, but that the citizens have more rights than they know about.
* **Purposeful**
  + The students will take purpose and meaning in their school community by taking active roles in the community government to help make and keep rules in the community.
* **In-Depth Learning**
  + The students will start to realize that they have multiple communities in which they belong to, and have different rules and regulations in each of them that they must follow.
* **Disciplined Inquiry**
  + I will be teaching this thematic unit through disciplined inquiry. I will asking the students multiple questions regarding community to allow the students to think more in depth and interpret community in their own way.
* **Teacher Scaffolding**
  + Use graphic organizers throughout the thematic unit
  + Access prior knowledge by asking specific detailed questions
  + Gradual release of responsibility
  + Constant scaffolding
* **Constructive Assessment**
  + I will be using many forms of assessments. The students will have formative assessments throughout the unit, and at the end they will have a summative assessment of creating a brochure to show new students what there community is and how it is ran.

Chapter 3 also describes the development and implementation of a variety of formative assessments to include performance assessments and how these could be used in any thematic unit.